

ELA- Grade 6

October 30, 2024

Lesson Title: "I Am From" Poem Graphic Organizer

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Stage 1: Identify Desired Results

Established Goals: (Learning outcome/s & indicator/s from curriculum)

CC6.2

Select and use the appropriate strategies to communicate meaning before (e.g., identifying purpose and audience), during (e.g., acknowledging sources), and after (e.g., revising to enhance clarity) speaking, writing, and other representing activities.

CC6.8

Experiment with a variety of text forms and techniques (e.g. poems)

Stage 2: Determine Evidence for Assessing Learning

Brainstorming:

What to Look For: Review ideas generated during guided and independent practice.

Assessment Criteria:

Relevance: Are the ideas relevant to the student's identity?

Richness: Are there enough details to inspire their poems?

Completed Graphic Organizers:

What to Look For: Ensure at least 5 sections in the graphic organizer are filled out (places, people, events, food, common things) are filled out.

Assessment Criteria:

Depth of ideas: Are the ideas specific and meaningful?

Respectful Interaction:

What to look for: Observe how students interact with one another during sharing and discussion.

Assessment Criteria:

Thoughtfulness: Are the contributions insightful and relevant to the discussion?

Connection to Themes: Do students connect their ideas back to the themes of identity and personal experience?

Stage 3: Build Learning Plan

Instructional Strategies:

- *Recap the purpose of the "I Am From" poem from last week: (to express personal identity and experiences.)*

- *Inform students that today is planning day for their I Am From Poem*
- *Show a blank graphic organizer on the board.*
- *Model filling it out by brainstorming ideas related to categories like (places, people, events, food, common things)*
- *Distribute graphic organizer templates to students (List or thought bubble options)*
- *Have students write 4 or 5 words for the first 4 categories. If students are having some difficulty filling out the categories, provide prompts for each category to help them brainstorm:*

Where did you spend your childhood?
Who are the people that shape who you are?
What are your favorite memories?
- *Walk around and support students as they brainstorm, encouraging them to think deeply. Bring students back every 10 minutes and talk about their responses as a class and then move them along to fill out the next 4, then bring them back after 10 mins, talk about what they wrote and then let them fill out the last 4.*
- *Once they filled out their graphic organizers, let students choose 4 or 5 words from their list and have them add descriptive words to them.*
- *Allow students to complete their graphic organizers independently.*
- *Pair students to share their graphic organizers with each other.*
- *Facilitate a class discussion where students can volunteer to share interesting ideas or insights from their organizers.*

Materials/Resources:

Blank graphic organizer templates
 markers or colored pencils
 I Am From Poems examples

Objective: *Students will create a graphic organizer to brainstorm ideas for their "I Am From" poem, focusing on their identity, memories, and experiences.*

Development:

Time: 50 minutes

Recap of the previous lesson (10 minutes)

- *Explain the purpose of the "I Am From" poem: to express personal identity and experiences.*
- *Show them specific objects (e.g. a piece of leather, oranges) and let them use their 5 senses to describe the objects. Introduce the activity for today's lesson- planning for their I Am From Poem using graphic organizers.*

Modeling (10 minutes)

- Show a blank graphic organizer on the board.
- Model filling it out by brainstorming ideas related to categories like:
 - **Places:** Where you grew up or significant places.
 - **People:** Family members or friends who are important.
 - **Memories:** Special events or traditions.
 - **Common things:** Toys, sports
 - **Food:** Favorite food or a food they've tried for the first time
- Think aloud as you fill in your organizer, demonstrating how to develop ideas.

Guided Practice (10 minutes)

- Distribute graphic organizer templates to students.
- If students are having a hard time filling out their graphic organizers, provide prompts for each category to help them brainstorm like:
 - Where did you spend your childhood?
 - Who are the people that shape who you are?
 - What are your favorite memories?
- Walk around and support students as they brainstorm, encouraging them to think deeply.

Independent Work (20 minutes)

- Allow students to complete their graphic organizers independently.
- Encourage them to make it personal.

Sharing (10 minutes)

- Pair students to share their graphic organizers with each other.
- Facilitate a class discussion where students can volunteer to share interesting ideas or insights from their organizers.

Closure:

Transition to Poem Writing (5 minutes)

- Explain that they will use their graphic organizers to write their "I Am From" poems for next week.
- Remind them to think about the themes and images they want to include.

Assessment

- Collect and review the graphic organizers and hand them back next week when they start writing their "I Am From" poems.